



<b>Number of Pupils per Key Stage (KS):</b>		
	Academic year	
	September 2016 - July 2017	September 2017 - July 2018
Total number of pupils	79	85
Pupils in EY	2	3
Pupils in KS1	6	5
Pupils in KS 2	10	15
Pupils in KS3	26	26
Pupils in KS4	21	20
Pupils in P16	14	16

### **Performance, Progress and Achievements**

The academic year 2017-2018 marked the third full cycle of using the New Horizons Assessment across school and REP. National Curriculum levels are no longer used, and Lonsdale School use the level-less B Squared for our academic assessment. This change had made it necessary to re-baseline all Lonsdale pupils within the B Squared tool and target-set using the new stages in the previous academic year 2016-2017. Target-setting for more academic pathways was focused around predicted grades for accredited courses.

All teachers and staff have worked closely with the young people, their parents and other professionals to identify aspirations and barriers to learning to be able to fully support each pupil at Lonsdale. Pupils most at risk from falling behind were supported by

- Pupil Premium
- Yr7 Catch-up Funding.

Individual Pupil Premium Plans, the Year-7 catch-up programmes in Maths and Reading and the work of the Teacher for CLA<sup>1</sup> ensured that the most vulnerable groups of pupils in school were monitored and supported appropriately.

Two children in the **Early Years** reached their two-step target in line with government mainstream guidance for early years. They met or exceeded their internally set targets by July 2018. One child in Nursery made the expected progress in all areas.

**Pupils in Primary** stayed below the threshold for statutory assessments, and no pupils were entered for SATs.

<sup>1</sup> Children Looked After



All **KS1** leavers met or exceeded their targets with both pupils working on D stream targets in Maths, English and Science. All Year 1 pupils were on track to achieve their set end-of-Key-Stage targets in July 2018. One pupil has left Lonsdale School to return to a mainstream setting from September 2018. The remaining two pupils are both working with accelerated progress on C-Stream targets in English, Maths and Science in Year 2 since September 2018.

In July 2018, there were no end-of-Key-Stage leavers in Year 6. Two pupils in **KS2** were working on accelerated higher-stream targets in English, 4 in Maths and 3 in Science. In addition, two further pupils met and exceeded their targets in English, 3 in Maths and 4 in Science; they work on accelerated-progress targets from September 2018. One KS2 pupil's performance was heavily impacted by attendance (52.1%), and school have been working closely with the family and multidisciplinary teams to steadily increase the attendance. A further Year 5 pupil did not hit overall expectations in Maths and English due to falling behind in the Autumn Term 2017. The pupil was able to make expected progress during the Spring and Summer Terms 2018 and has started to close the gaps. We are confident that the pupil will be able to meet their set end-of-Key-Stage targets in Year 6.

Of the six pupils in Year 9 reaching the end of **KS3**, all pupils met or exceeded their set targets in Maths, English and Science. One Year 9 pupil worked on an accelerated-progress target in English. In Maths and Science, two Year 9 pupils worked on accelerated-progress targets. All Year 7 and 8 pupils are still working towards their set end-of-key-stage targets.

Pupils in KS3 followed their Individual Learning Programmes with Year 9 pupils choosing options for KS4. Two students in Key Stage 3 gained a Bronze-Level Award in Creativity with Funky Pie Arts, six pupils achieved Silver. The Funky Pie Arts Award in Creativity is an accredited course through which pupils work in partnership with other schools and artists on creative arts such as music, drama and art.

Seven pupils who reached the end of **KS4** in July 2018 met or exceeded their targets in English, Maths and Science. One further pupil did not meet the set end-of-Key-Stage target in Science and another in Maths. Both these pupils met or exceeded their set end-of-Key-Stage targets in the remaining two core areas. One pupil in Year 11 remained below expectations in all core areas due to low attendance. School have been working with the family and multidisciplinary teams and have succeeded to improve her attendance from year 10 to year 11 significantly to 70.3%. All Year 10 pupils are still working towards their end-of-key-stage targets. In KS4, one Year 10 student passed the GCSE Art exam with pass grade 5 and English GCSE with pass grade 6. A Year 11 students passed the GCSE Art exam with pass grade 4, English GCSE with pass grade 7, Biology GCSE with pass grade 4 and BTEC IT with Merit. A further Year 11 pupil passed the Maths Entry Level at Entry 2, another in Year 11 at Entry 3. Two pupils in KS4 passed their Drama BTEC unit. Three VOCA users in KS4 passed their first unit of the City & Guilds AAC Qualification. Five pupils in KS4 achieved their DofE Bronze Award, two further pupils their Silver. One pupil was not able to participate in the final expedition due to an operation; the pupil will complete the final part of the Bronze DofE accreditation in school year 2018-2019.



At **Post 16**, all students in Year 13 met or exceeded their end-of-key-stage targets. All Year 12 students were on target to meet or exceed. Fourteen P16 students were working on higher-stream targets in English, fourteen in Maths and four in Science. One Year 13 pupil passed the GCSE Biology with a grade 5 and received Distinction grading in both, the BTEC IT and BTEC Business. The same pupil also passed the Functional Skills English Level 2 paper 2. Another student in Year 13 received a grade 9 in his GCSE English and passed a BTEC IT unit with Distinction. The same student also successfully passed the Functional Skills Maths at Level 1 and Level 2. Two P16 students passed their Entry Level Maths at Entry 2, one of whom had also passed at Entry 1. Three pupils continued to work towards BTEC Drama and completed their first unit by July 2018. One Year 13 student passed the BTEC Business course with Merit rating. Five P16 students achieved their DofE Bronze Award, and a further three achieved Silver. One P16 pupil was not able to participate in the final expedition due to pending surgery; the pupil will complete the final part of the Bronze DofE accreditation in school year 2018-2019.

### Data Analysis, Trends and Patterns – School

The Annex provides a full and comprehensive data analysis for:

- Academic progress across the school in core subjects (Sky)
- Progress in non-academic areas (Horizon)

Both, Sky and Horizon data analysis, also look at and compare data from

- Key stages
- Boys and girls
- ADS pupil cohort
- Pupil Premium cohort
- REP cohort and
- In relation to attendance figures

It also shows progress towards Lonsdale's whole-school target to achieve outstanding pupil progress, which was set with our Herts Improvement Partner (HIP) at the beginning of last school year.

An impressive trend can be seen in the **Sky data** sheet. There is a clear colour-shift pattern from green (on target to meet) after the first term to blue (met or exceeded) in July. This reflects the number of pupils reaching the end of a Key Stage on the one hand but also shows how the much more effective progress meetings were used throughout the year to address any under-performance. The number of pupils staying on red was drastically reduced as a lack of progress was identified early through regular progress meetings. This meant that interventions could be



successfully implemented to boost performance. Over 90% of all pupils are now on track to meet their set end-of-Key-Stage targets in all core-subject areas.

**Horizon Target** trends and patterns show that the targets set in school were challenging yet achievable with 85.4% of all pupils meeting or exceeding their five Horizon Targets and 14.6% making good progress in working towards meeting those. This is a slight improvement on the previous year. A total of 205 Horizon Targets were set in REP: 78.5% of these were met or exceeded, 21.5% received a green (working towards) rating. This is again an improvement on the previous year and shows that REP staff are now familiar with target setting and assessment. At the end of the school year 2017-2018, 96% of all REP pupils had met their end-of-year REP Horizon Targets.

**Physical Targets** were met or exceeded by 87.5% of all pupils. Ten pupils made good progress towards their targets but were not yet able to obtain a blue (met or exceeded) rating. All pupils at Lonsdale follow the Making Waves Swimming Award: 89.7% of all swimmers were able to meet or exceed their set targets. Only eight pupils stayed on a green rating by July 2018. The main reasons identified for pupils staying below the expected progress in their physical areas are mainly linked to absences, most of which are of a medical nature (surgery, medical appointments). A small number of pupils started later during the school year.

The analysis of the **Other Focus Area (OFA) Targets** shows that these were used well on an individual basis. The OFA 5 was dedicated to supporting achievement and progress of Pupil Premium and Year 7 pupils. The overall trend of progress in the OFAs is in line with the trend in progress towards meeting Horizon Targets at the school. By July 2018, 78.7% of all OFA targets were met or exceeded, 20.1% of targets received a green rating (good progress made towards target but not yet achieved/working towards). This is slightly below the results from the previous year, but the difference is insignificant due to the low pupil numbers at the school.

An overall trend, which can be seen across all groups and Key Stages, is the increasing number of blue (met or exceeded targets) and a decrease in red (off or below target) throughout the school year. This also led to an increase in pupils being upstreamed to working on targets with **accelerated progress in core subjects** in the latter part of the academic year. In English 49.4% and in Maths 50.6% of all pupils work on or are about to start working **on higher-stream targets**, in Science 31.8% do. **Over 90% of all pupils are on track to meet or have met their set end-of-Key-Stage targets in all core subject areas.** This is a significant improvement on the previous year. The main contributing factor is that there are now subject specialists for Maths, English and Science delivering core subjects in-house. We are therefore better able to offer a wider variety of accredited courses in core subjects at all levels, which has led to improved offer, assessment and outcomes in core areas. Some Key Stage 4 and P16 pupils were able to achieve excellent results in nationally accredited courses like GCSEs and BTECs to name but a few.



### Comparative group/cohort data analysis results

Comparing different pupil cohorts and accelerated progress (working on higher-stream targets), the **ASD cohort** surprises with over 42.9% of all ADS pupils at school working with accelerated progress in English and 57.1% in Maths. This is also true for the **REP cohort** with 44.4% working accelerated in English and 58.3% in Maths. Compared to the rest of the school (36.5% in English and 45.9% in Maths), this is a significantly higher proportion than in any other cohort compared.

The direct comparison of **academic achievement between REP and non-REP pupils** also suggests that pupils who access REP are more successful in meeting and exceeding their targets in Maths (44.4% REP vs. 24.5% non-REP) and English (58.3% REP vs. 42.9% non REP).

For **Pupil Premium pupils** (40% of the pupil population) it is evident that all these pupils achieve in line with or better than the whole school.

**Boy/Girl** comparison shows there are no significant gender differences in achievement and performance.

Data from standardised reading assessments used at Lonsdale shows 93.2% of all pupils tested improving or maintaining their score in the British Picture Vocabulary Scale (BPVS) and 87.5% in the Salford Reading Test; 92.6% of all tested pupils improved or maintained their score in the Suffolk Reading Comprehension Test. **There were no significant differences or patterns in the reading test results between boys, girls or other cohorts like ASD and PP.**

**Boys and Girls with ASD in receipt of PP perform in line with their peers. No significant differences were found in progress and attainment.**

Boy/Girl REP Horizon Target comparison shows **no significant difference between the performance of boys and girls in REP, including ASD and Pupil Premium boys and girls who access REP.**

Some areas of school data analysis, such as looking at the progress of pupils with **English as an additional language** or from **minority ethnic groups**, are neither conclusive nor comparable to local, regional or national data due to the small number of pupils who would fall into these groups. Progress results are more of an individual nature rather than reflecting a school trend. The analysis of data for these few pupils has been completed on an individual basis to ensure they are on track to meet or exceed their set targets in line with all other pupils at school.



**Lonsdale's most-able pupils** were/are upstreamed and worked/are working towards accreditations like GCSEs, BTECs, Functional Skills and other accredited qualifications. One Year 10 student passed GCSE qualifications in Art (pass grade 5) and English (pass grade 6). Lonsdale School are working closely with Marriotts and our in-house specialists to widen the offer for its most-able pupils.

**Attendance** data was carefully monitored during school year 2017-2018. The impact of varying absence rates on Sky and Horizon progress was carefully analysed to show how attendance or absence affect pupils' progress and achievement. There are clear patterns that show that a significant absence from school has a notable impact on all areas of learning. The attendance analysis has also supported school to identify cohorts with higher and lower absence rates.

#### **Evaluation of tracking systems and reliability of assessment data - Implications for 2018-2019**

Predictions for 2018 academic (Sky) outcomes were accurate for English and Maths, and Science in most groups. In Science, teachers of lower-ability pupils especially in KS3 and KS4 struggled to cover all prescribed NC content to show sufficient progress within Science using the B Squared assessment tool. This trend has been emerging since the previous school year and was carefully monitored by the assessment lead and in liaison with Science lead and teachers. At the end of the Autumn Term 2017, the school's Science lead, the assessment lead and Science teachers came together to discuss a way forward. From Spring Term 2018, predictions in Science were made by predicting the mastering of learning steps from B squared from a smaller number of Science areas. The areas were identified as the relevant core Science areas for that cohort. The new system worked much better to describe pupils' progress from their starting points.

B Squared have just released a new assessment tool, Progression Steps, in September 2018. This tool takes better into account horizontal progression of lower-ability learners. It is also a tool that works without the use of P levels. It covers the range of pupils previously assessed as P4 all the way to pupils accessing GCSEs or equivalent qualifications. It also promises a transfer of existing data into the new tool, which would eliminate whole-school re-baselining. B Squared also recognised the difficulties we (and probably many other special schools) experienced in Science; their new tool brought Science back to focus on the three core areas of Chemistry, Physics and Biology without compromising a loss of NC assessment content for more able pupils. The school's assessment lead and teachers are currently discussing the pros and cons of using the new tool and how this would sit within our New Horizons assessment.

Predictions and target-setting in the Horizon areas of our assessment worked well. We used data from the previous two school years to inform target-setting and formulate expectations for the various Horizon areas.



School and REP Sky and Horizon data analyses have implications for the current academic year 2018-2019.

Key points:

- The monitoring of progress and termly progress meetings with teachers had a positive impact and led to an increase in the number of pupils who were able to meet or exceed their targets by July 2018. These systems need to stay in place for 2018-2019 and should be more formalised within the REP setting, too.
- REP progress meetings were introduced in 2017-2018. They were less formal and happened on a flat-to-flat basis. REP target-setting in line with whole-school target-setting was implemented in order to raise standards and aim for outstanding quality of teaching, learning, assessment and outcomes for all learners.
- There are implications again this year that the Residential Education Provision has a positive impact on pupils' overall performance and achievement in school. REP and school need to continue to work together and monitor this trend further.
- ASD pupils' data showed a larger than usual percentage of this cohort working on accelerated progress in some core subject areas. This will be monitored further.
- Pupil absence has led to a small number of individual pupils not being able to achieve set targets in the past. Attendance and absence were monitored more closely and linked to performance data during school year 2017-2018. These results can now be used to inform planning and provision to help improve overall attendance and performance.
- Target-setting and describing progress for more academic pathways will need to continue to be reviewed in light of the ever-changing accreditations and pathways offered.
- The school extended the range of courses offered last academic year to a greater number of students. A challenge remains to liaise collaboratively with a growing number of teachers outside Lonsdale who teach Lonsdale students and involve these teachers in target-setting, effective monitoring and tracking of pupils' progress.
- Progression Steps, the new B Squared assessment tool, might be a way forward to move away from P levels and use assessment for academic learning in a more effective way for Lonsdale learners. The advantages and disadvantages of switching to the use of Progression Steps need to be further investigated before deciding if Lonsdale would benefit from its use to improve outcomes for all learners.